DOCUMENT RESUME

ED 154 048 UD 017 772

TITLE Higher Education Equal Opportunity Act; Act 101 Guidelines 1978-79. Application Information and Program Manual.

INSTITUTION Pennsylvania Dept. of Education, Harrisburg. Bureau of Equal Opportunity.

PUB DATE [77]

NOTE 22p.; For a related document see UD 017 772

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Admission Criteria; Advisory Committees; *Compensatory Education Programs; Counseling Services; Curriculum Development; *Educational Legislation; Educationally Disadvantaged; Educational Opportunities; *Equal Education; Grants; *Guidelines; *Higher Education; Program Budgeting; Recruitment; Student Financial Aid; Student Records; Student Recruitment; Tutoring; Undergraduate Students

IDENTIFIERS *Higher Education Opportunity Act; *Pennsylvania

ABSTRACT

In these guidelines a copy of Act 101 is included together with a definition of the program and a description of institutions eligible for grants and students eligible for the program. Also included is information on institutional commitment, grant awards, and the setting up of an advisory board. Details outlined include recruitment, admissions to the institutions, financial aid, retention, precollege programs, counseling, tutoring, modification of the curriculum, faculty and campus involvement, student data, inservice activities, and limitations of the Act 101 program. Staffing of the program is discussed. Procedures for submitting a proposal and the proposal review process are outlined. The budgeting of the program is discussed in detail, covering institutional match, direct and indirect costs, and limitations of costs. Reports to be submitted include financial, transfer of funds, and narrative progress reports. Grant information is also given. (MC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154048

Higher Education Equal Opportunity Act

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Conrad D. Jones/Pennsylvania Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ACT 101 GUIDELINES 1978-79

APPLICATION INFORMATION AND PROGRAM MANUAL

UPO 17772

Bureau of Equal Educational Opportunity
Pennsylvania Department of Education

EEO–1/75

TABLE OF CONTENTS

I. INTRODUCTION
- A. Legislation 1
- B. Program Definition 2
- C. Eligible Applicants 2
- D. Eligible Students 4
- E. Institutional Commitment 4
- F. Grant Award Dates 4
- G. Advisory Board 4

II. THE ACT 101 PROGRAM
- A. Recruitment 4
- B. Admissions to the Institution 5
- C. Financial Aid 5
- D. Retention 5
- E. Precollege Programs 5
- F. Counseling 5
- G. Tutoring 6
- H. Modification of Curriculum 6
- I. Faculty and Campus Involvement 6
- J. Student Data 6
- K. In-service Activities 6
- L. Limitations 6

III. STAFFING
- A. Program Director 7
- B. Students 7

IV. PROPOSAL FORMAT
- A. Procedure for Submitting Proposal 7
- B. Proposal Review Process 8

V. BUDGET
- A Institutional Match 8
- B. Direct Costs 8
  - 1. Personnel 9
  - 2. Supplies 9
  - 3. Equipment 9
  - 4. Communication and Utilities 9
  - 5. Travel 9
  - 6. Cultural Activities 9
  - 7. Consultants 10
  - 8. Summer Services 10
  - 9. In-service 10
- C. Indirect Costs 10
- D. Limitations of Costs 10

VI. REPORTS
- A. Financial Reports 10
- B. Transfer of Funds 10
- C. Narrative Progress Reports 11

VII. GRANT INFORMATION
A. Definition of Terms 11
B. Grant Amendments 11

VIII. APPENDIX I 12
APPENDIX II 15
APPENDIX III 17

No. 101

AN ACT

HB 1213

Providing for Commonwealth support for institutions of higher education to furnish learning and special counseling services for undergraduate students whose cultural, economic and educational disadvantages impair their initial ability to pursue successfully higher education opportunities, and making an appropriation.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Short Title.—This act shall be known and may be cited as the "Higher Education Equal Opportunity Act."

Section 2. Legislative Findings.—The General Assembly finds and declares that because of financial, home and community environmental conditions, students with substantial potential for success in college and for future leadership in the community are unable to pursue a higher education and attain their full educational capability. In order to combat effectively the forces which prevent these students from pursuing a higher education, a variety of programs and methods must be tried.

This act is designed to provide funds to institutions of higher education in the Commonwealth for the purpose of offering programs to enhance the chances of disadvantaged students to achieve their educational goals.

Section 3. Definitions.—The following words and phrases shall have the following meanings:

(1) "Institutions of higher education" shall mean those post secondary institutions in the Commonwealth of Pennsylvania authorized to award degrees.

(2) "Student" shall mean any bona fide resident of the Commonwealth of Pennsylvania who has been admitted as a full-time student to an institution of higher education and who is economically and educationally disadvantaged in accordance with criteria to be established by the State Board of Education.

Section 4. Higher Education Equal Opportunity Program.—The Secretary of Education may, in conformance with such policies, standards, rules and regulations adopted by the State Board of Education, contract with institutions of higher education for the awarding of higher education equal opportunity program grants. Programs for which such grants may be awarded shall include, but not be limited to, remedial learning services, counseling services or tutorial services. Funds provided by this act may not be used to pay tuition, room and board or other institutional costs or fees incurred by students.

Section 5. Application for Approval of Grant.—Each institution of higher education requesting a grant to provide a program, as proposed in

this act, shall submit an application in such form and at such time as the Secretary of Education may require. An application for a grant shall include a description of the nature and the method by which all funds granted will be used by the applicant institution to contribute to the provision, maintenance or improvement of programs designed to accomplish the goals of this act.

Section 6. Appropriation.—The sum of one million dollars ($1,000,000), or as much thereof as may be necessary is hereby appropriated to the Department of Education for the purposes and administration of this act: Provided, however, That of the total sum appropriated no more than four per cent of that amount may be used for administration of the act: And, further provided, That no more than ten per cent of the total sum appropriated shall be granted to any single institution of higher education.

Section 7. Effective Date.—This act shall take effect July 1, 1971.

APPROVED—The 31st day of August, A. D. 1971.

MILTON J. SHAPP

The foregoing is a true and correct copy of Act of the General Assembly No. 101.

C. DeLores Tucker

Secretary of the Commonwealth.

1 of 17

I. Introduction

A. Legislation (see page 1)

B. Program Definition

The Higher Education Equal Opportunity Act (Act 101) provides financial assistance to colleges and universities serving disadvantaged students. It is designed to supplement, not to replace the costs of existing programs. It will affect both the campus and community. Act 101 is a supportive service for educationally and economically disadvantaged students. It shall provide them with the skills needed to succeed in an academic environment leading to graduation. Tutorial and counseling systems must be emphasized.

C. Eligible Grant Applicants

Any degree-granting postsecondary institution in the state of Pennsylvania is eligible to apply for Act 101 funds.

D. Eligible Students

1. Those students eligible for the program fall within the following definitions of the economically and educationally disadvantaged:

a. Each institution is responsible for interpretation of the following definitions:

(1) An economically disadvantaged student is one whose resources for higher education are derived from an adjusted family income of $10,000 or less.

b. Calculation of Adjusted Family Income

(1) Gross parental income–gross parental income is calculated by adding the parents' adjusted gross income from the most current State Income Tax Return (or Federal 1040 Form) and non-taxable income reported.

The following adjustments will be made to gross parental income prior to testing for the $10,000 maximum income limitation:

(a) Working mother allowance–if the mother is employed the first $500 plus 50 per cent of her earnings in excess of $500 is subtracted from gross parental income (total adjustment is limited to $1,500).

(b) Unreimbursed medical expenses–the amount reported as unreimbursed medical expenses is subtracted from gross parental income.

(c) Other sibling enrolled allowance–when the applicant has a brother or sister enrolled in a postsecondary school, the tuition and fees (limited to $2,000) of the applicant plus tuition and fees (limited to $2,000) of each other sibling enrolled is subtracted from gross parental income.

(d) Handicapped child allowance–the amount reported as the unreimbursed special education costs for a handicapped sibling is subtracted from gross parental income.

(e) Dependent child allowance–an allowance of $1,000 for each dependent child is subtracted from income.

(f) Business or farm income–one-half of depreciation and capital gains exclusion as reported on application as business income is added to parents' gross income.

(g) Business asset tax–$75,000 is subtracted from the reported net worth of business or farm and 10 per cent of the remainder is added to parents' gross income.

2. Ten per cent of the institution's eligible student population may fall within a discretionary category. Such a student may have an income above the maximum adjusted family income, but must meet one or more of the *hardship* criteria listed below:

   . lives in a family where the head of the household is employed in a low-income, dead-end job.

   . speaks English as a second language

   . lives in an area of cultural or geographic isolation

   . lives in a family where there is evidence of serious mismanagement of funds such that little or no income accrues to the student's benefit

   . lives in federally supported low-income housing

   . is from a family receiving state or federally funded welfare

3. The specific scores and class ranks for an educationally disadvantaged student will be determined by the institutional formula. As an example, an institution whose student population has a median SAT score of 1000-1100 may consider students below 700-800 as potential candidates for the program. Generally an educationally disadvantaged student is one who has a high school average below 85 and a predicted academic quality point average–as determined by the institution–of less than 2.0.

4. Pupils enrolled in an entry or precollege phase are to be admitted full-time students so that adequate financial support can be provided for them. Students enrolled in summer programs should be entered in the fall as Act 101 admittees. Severe disciplinary action during a summer program is grounds for dismissal from the institution.

5. If taking approved college courses, all students accepted into the entry phase of Act 101 should receive credits equivalent to those given during the regular academic year if they satisfactorily complete the course requirements established by the institution.

E. Institutional Commitment

Participating four-year institutions must plan a two-year financial and academic commitment to all students entering the program. Two-year institution must plan a one-year financial and academic commitment. This commitment shall be subject to continued funding by the legislature. The institution will arrange financial packages, based on student needs, to insure that each Act 101 student receives adequate financial assistance to cover expenses.

An institution must match 15 per cent of cost for new programs, and 25 per cent for continuing programs as part of that institution's commitment. The institution must carefully analyze and evaluate every phase of the proposed program in terms of proposal development, recruitment, admissions, retention, counseling, tutoring, course offerings, student personnel services and must, if necessary, be committed to altering institutional attitudes, methods and practices to maximize the Act 101 students' chances for a positive and productive higher education experience.

F. Grant Award

Program monies will be awarded for the period corresponding to the state's fiscal year. No carry-over monies will be allowed.

Grant awards will be made at a cost per student figure not to exceed $900.

G. Advisory Board

The program in each institution must be guided, but not directed, by an advisory board. The board should represent administrative, faculty, student body and community persons. Resource people from the community should include parents, students, agency representatives or neighborhood residents. Advisory boards should be available to participate regularly in its meetings and activities. The board should be given the services of a staff member and be empowered to create subcommittees as needed. Its total size should be determined by the needs as articulated by the project director and proposing institution (experience suggests a group of approximately 12). The board should offer advice in areas of program development, recruitment, retention, funding and supportive services affecting Act 101 students. An orientation program for the board should be implemented to assure clarity of roles and comprehension of the philosophy of the program.

II. THE ACT 101 PROGRAM

A. Recruitment

The primary responsibility of recruitment of Act 101 students belongs to the institution and specifically to the admissions office. Regular recruiters must learn how and where to recruit and must also learn how to convey the goals and advantages of their institution to the prospective Act 101 students. Act 101 staff can support the identification of Act 101 students by a close working liaison with the admissions office and outside agencies but cannot use program monies for separate recruitment efforts. Program monies may be used for special descriptive literature and orientation sessions for potential Act 101 students.

B. Admissions to the Institution

In many cases, flexible admissions policies will be necessary in order to reach and admit the Act 101 students. Traditional requirements of test scores and high school grades should be supplemented by nontraditional indicators. The project director and/or staff should play a major role in the admissions procedures and acceptance of Act 101 students. Final decision making should be a joint process between the program and the admissions office.

C. Financial Aid

Information on and help in obtaining adequate financial aid will be the responsibility of the institution's financial aid office. Special efforts should be made to target federal, state, local, and instituional sources of funds to these students. A commitment of financial aid is essential to these students.

D. Retention

A two-year retention for Act 101 students at four-year institutions (one-year retention for two-year institutions) must be built into the proposal since this student must be allowed sufficient time to discover what is required for him/her to succeed and the project staff to discover how it can best service the individual. In cases where the student is dismissed before the end of the two-year period, care must be given to the decision-making process since the reasons for academic failure are often nonacademic.

E. Precollege Programs.

Act 101 students may require an initial summer session to give them a better chance for success. A summer session may include intensified training in reading, writing, communication skills and math skills. Institutions shall not exceed 33 per cent of program monies for summer activities.

F. Counseling

Counseling services should attempt to establish an environment of trust and confidence. Each program should provide counseling services that help students realize how to attain their personal and educational goals. Counselors work individually or in groups to provide assistance in the following areas:

- orienting students to the college and the Act 101 program
- assisting students in career planning and decision-making
- academic advising and course selection
- assisting students in value clarification and self-concept development
- personal counseling
- financial aid counseling

G. Tutoring

Tutoring should assist the student to resolve learning difficulties and differences. Study skills and skills in test taking, time budgeting, and resource identification should be covered as well as reading, writing and math skills.

H. Modification of Curriculum

Curriculum often assumes a design for the well-prepared student that inhibits the success of the under prepared. The Act 101 program encourages innovation in curriculum which seek to identify positive educational techniques.

I. Faculty and Campus Involvement

The success of an Act 101 program is largely due to its acceptance and genuine interest by the campus at large. Proposing institutions should clearly define what part the faculty and staff can play. Faculty, administrators, secretaries, cafeteria workers, campus police and maintenance personnel must have a mutual respect for Act 101 students through a clear definition of the goals upon which the program is established and an active participation in its activities.

J. Student Data

Data collection on students served is a vital program function. *Documentation of student eligiblity and financial assistance must be included in each student's folder.* Probationary status and quality point averages must be updated each semester. A record of tutoring and counseling hours should be maintained. Student records must include information on a student's admission to the program, assessment of academic needs, progress toward a degree and follow up from termination of services. As the number of Act 101 students increases at the institution, realistic consideration should be given to adequate budgeting of staff time for this function.

K. In-service Activities

In-service activities may be utilized to present new teaching techniques, to sensitize students and faculty, to promote campus awareness, to enhance staff skills and to conduct workshops. In-service monies may be used for activities which include all segments of the institution and community.

L. Limitations

Act 101 programs may not fund:

- separate program recruitment of Act 101 students
- direct financial aid or student stipends
- major modification or outfitting of campus facilities or cultural centers
- faculty teaching courses for credit offered to the total student body

- professional personnel training programs not related to Act 101 job functions
- percentage of entire salary of individuals whose function is to service total student population (example: admissions, financial aid personnel)
- student tuition, room or board

Act 101 will not assume the cost for staffing an ethnic studies or similar division. Project directors must not be heads of Minority Office Affairs nor given any title which suggests one ethnic preference.

III. STAFFING

A. Program Director

A program director should be appointed by the president to coordinate the program with all segments of the campus and community. Working procedures with the various deans, the admissions office and the financial aid office should be developed. A program director should have input into the planning and policy-making bodies, the curriculum committees, the academic councils, the admissions and financial aid committees. Criteria for selection of project director should stress ability to work with students, with faculty and with administrators. Program directors should be full-time employes on the college complement. The primary responsibility of the program director is supervision of the entire program. Additionally, the director should have frequent contact with Act 101 students.

Note: Any major change in job description of key program staff will require 30 days' notice to the Bureau of Equal Educational Opportunity. Program staff should correspond to the ethnic composition of the Act 101 students served.

Program staff should receive salary, rank, status and benefits comparable to other faculty and staff.

B. Students

Students may be employed by the Act 101 program to act as:

- tutors
- readers (for the handicapped)
- peer counselors
- office clerks

Orientation and training of this staff is essential.

IV. PROPOSAL FORMAT

A. Procedure for Submitting Proposal

Letters of Intent shall be submitted in February of each year.

The deadline for receiving proposal applications shall be March 30 of each year.

Both the Letter of Intent and the Proposal (with seven additional copies) should be sent to:

Bureau of Equal Educational Opportunity
Act 101
Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

Regional Field Offices

All proposals must be double-spaced and stapled in the upper left-hand corner. The use of descriptive literature (brochures, reports, etc.) which is not related to the proposal itself is discouraged. The budget must be reported on the form provided. A detailed budget breakdown must accompany it.

B. Proposal Review Process

The role of the review panel is:

- to numerically score all proposals
- to raise critical questions about the proposal which must be answered before funding

The operating criteria for ranking proposals is found in Appendix 1.

The results of the review panel will be forwarded to institutions.

The review panel's evaluations will be reviewed by the Act 101 staff.

Notification of intent to fund will be sent to proposing institutions. Formal notification of funding level is determined after approval of the state budget.

V. BUDGET

A. Institutional Match

Institutions must match 15 per cent of cost for new programs, 25 per cent for continuing programs. At this time, 25 per cent will represent the ceiling for institutional matching figures required by the Office of Equal Educational Opportunity. Matching funds must include the salary of the program director and may include in-kind contributions (facilities and teachers' time), and costs for students' tuition, room and board. Federal and state financial aid for students will not be considered part of the match nor will foundation or federal grant program monies.

B. Direct Costs

The following breakdown is designed to give both general and specific information about allowable expenditures of Act 101 monies. All costs must be in support of and directly related to the activities described in the body of the proposal. The budget format related to the activities described in the body of the proposal. The budget format included in the proposal application is provided to assist you with program development.

A detailed breakdown of how monies in the given categories are to be used should accompany the budget form.

1. Personnel

   Each staff member's salary is to be listed on the budget form provided in the application indicating annual salary or monthly wage and percentage of time spent with the Act 101 project. In cases where the salary is drawn from more than one source, the amount of each should be indicated. If an individual will only be working a portion of the year (as in a summer session only) this also should be shown on the budget form. All personnel including professional, student and special staff should be entered under the personnel budget category.

2. Supplies

   Supplies include all consumable items and educational materials purchased by the program. Institutions should clearly define to program staff those items such as desk top supplies, mimeograph paper, computer cards, etc., it will provide. Programs should use good business practices in its purchases and not collect supplies and materials that its students will not use.

3. Equipment

   Equipment is defined as any nonconsumable item such as audio-visual or office machinery. A complete breakdown of items, with cost per unit, indicating whether to be purchased or rented, and giving the total amount estimated for each kind of item should accompany the budget on a separate sheet. Clearly, project directors should use discretion with their equipment purchases and provide sufficient evidence that equipment already owned by the proposing institutions is inadequate.

4. Communications and Utilities

   Telephone charges other than long distance calls are normally included in indirect costs. Printing and postage for program activities and descriptive brochures are allowable costs.

5. Travel

   Travel reimbursement must be determined in accordance with the policies and regulations of the institution and/or state regulations. Careful attention should be given during budget preparation to cover the costs of expected regional and statewide meetings by project staff. Transportation for students to and from program activities outside the campus may be paid for through travel funds. The estimated number of trips and costs should be estimated in the budget breakdown accompanying the proposal.

6. Cultural Activities

   This category should include estimated detailed costs for a proposed program of cultural activities and be shown in the budget breakdown. Proposed activities should

be thoroughly developed in the proposal and budget. This category represents a consciencious effort to include learning experiences for Act 101 students both inside and outside the classroom.

7. Consultants

Consultant fees including travel and per diem are to be shown under this category with a breakdown of expenses as noted. Consultants should be made aware of the payment procedures prior to the finalization of a contract.

8. Summer Services

Summer services should be incorporated into the appropriate budget categories and designated as such in the budget breakdown. (Cultural and in-service activities proposed for the summer program should also be noted.)

9. In-service

The in-service category is divided into two areas: local effort calculated at no more than five per cent of direct costs and regional effort at .5 per cent of total grant. The budget breakout should include proposed use of monies for local effort.

C. Indirect Costs

Indirect costs related to the Act 101 program are to be calculated at a maximum of five per cent of the total direct costs.

D. Limitations of Costs

1. Total costs will be limited to the amount set forth in the Notification of Grant Award. Program costs in excess of this amount are the responsibility of the institution unless altered in an official Grant Rider.

VI. REPORTS

A. Financial Reports

Each grantee will submit the required financial reports necessary for proper budget management and disbursement of funds.

A list of all equipment purchased by the grantee during the grant period shall accompany the final financial report.

B. Transfer of Funds

Where budgets require adjustments between line items beyond the allowable 10 per cent (plus or minus), approval must be obtained from the Bureau. The Department of Education exercises the right to review accounts at any time during the course of the program and to audit accounts yearly.

C. Narrative Progress Reports

Each grantee will submit at least two progress reports for each grant period. Projects which offer a precollege summer program distinct from the academic year program must submit a separate report in addition to its other reports. Precollege summer reports will be due September 15. Narrative progress reports will be submitted at the mid-term (January 15) and at the end of the grant period (June 30).

VII. GRANT INFORMATION

A. Definition of Terms

1. *Grant Period*–the Commonwealth's fiscal year

2. *External Evaluation*–an evaluation around mid-year coordinated by the state bureau. Annually, each grantee receives an external evaluation.

3 *Probation defunding*–action taken by the bureau when an institution is in non-compliance with the contract and/or the guidelines. Probationary status is a four step process leading toward compliance or defunding.

4. *Act 101 Student*–any *bona fide* resident of the Commonwealth of Pennsylvania who is economically and educationally disadvantaged. (See Appendix 2.)

5. *Non-renewal of Contract*–the Act 101 funding encompasses one fiscal year. Should an institution's proposal application rank sufficiently low to preclude funding with other continuing programs and with some new program, then either no, or minimal funding shall result.

B. Grant Amendment

The grant agreement may be modified at any time by mutual agreement. The bureau will modify such arrangements in writing.

APPENDIX 1

ACT 101 RATING FORM; 1977-1978

Name of Institution

	Categories	*Number of Points*
	History - Institution's efforts and service population Questions 2, 3, 4 Maximum Score 5	
	Admissions and retention policy Question 5 Maximum score 5	
	Counseling component Question 6 Maximum score 15	
	Tutorial component Question 6 Maximum score 15	
	Pre-college program or academic year remedial courses Questions 6 and 7 Maximum score 10	
	Institutional change, cultural activities, in-service Questions 8, 9, 10 Maximum score 15	
	Objectives, activities and evaluation Question 13 Maximum score 5	
	Program management Questions 11, 12, 14, 15 Maximum score 15	
	Budget - Content vs. Cost Maximum score 10	
	Financial aid and other organizational involvement Question 14 and Appendix A Maximum score 5	
		TOTAL SCORE

GENERAL COMMENTS:

SPECIFIC COMMENTS:

1. History

2. Objectives, activities and evaluation

3. Admissions and Retention component

4. Counseling component

5. Tutorial component

6. Pre-college program or academic year remedial courses

7. Institutional change, cultural activities, in-service

8. Program management

9. Budget - Content vs. Cost

10. Financial aid, other organizational involvement

SIGNATURE OF PANEL MEMBER	DATE

APPENDIX II

PROPOSED RULE MAKING

300 DETERMINATION OF RESIDENT STATUS OF STUDENTS

310 A student in any state college or university shall be classified as a Pennsylvania resident for tuition purposes if he/she has a Pennsylvania domicile.

320 *Determination of Pennsylvania domicile*

Domicile is the place where one intends to and does in fact permanently reside. Because the determination of whether a student intends to reside indefinitely in Pennsylvania is necessarily subjective, documentary evidence, statements from disinterested persons and the presumptions set forth below will be considered:

1. Continuous residence in Pennsylvania for a period of 12 month prior to registration as a student at a college or university in the Commonwealth creates a presumption of domicile. Although one is presumed not to be a domiciliary if one has resided for a shorter period before attending a college or university, a student may rebut this presumption by convincing evidence.

2. A person attempting to establish domicile must be a citizen or must have indicated by formal action his/her intention to become a citizen or must have been admitted to the United States on an Immigrant Visa. A tourist or student (non-immigrant) visa is not proof of domiciliary intent.

3. A married woman is presumed to have the domicile of her husband; however, such presumption may be rebutted by convincing evidence of an independent Pennsylvania domicile.

   A Pennsylvania domiciliary who marries a nonresident shall continue to be classified as a Pennsylvania resident if he/she registers at a college or university within one year of his/her marriage.

4. A minor is presumed to have the domicile of his/her parent(s) or guardian. The age of majority in Pennsylvania for establishing a domicile for tuition purposes is 21. However, a minor may prove emancipation and independent domicile through convincing evidence.

5. A United States government employe or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as his/her legal residence, will be presumed to have a Pennsylvania domicile. Others in government service may, by convincing evidence, establish Pennsylvania as their domicile.

6. A student receiving a scholarship or grant dependent upon domicile, from a state other than Pennsylvania, is not domiciled in Pennsylvania.

321 *Evidence*

Examples of factors which may provide convincing evidence include the following:

1. Lease or purchase of a permanent independent residence.

2. Payment of appropriate state and local taxes. Special attention should be given to payment of Pennsylvania taxes on income earned during periods of temporary absence from Pennsylvania.

3. Transfer of bank accounts, stock, automobile and other registered property to Pennsylvania.

4. Pennsylvania driver's license.

5. Agreement for permanent full-time employment in Pennsylvania.

6. Membership in Pennsylvania social, civil, political, athletic and religious organizations.

7. Registration to vote in Pennsylvania.

8. Statement of intention to reside indefinitely in Pennsylvania.

APPENDIX III

STAFFING PATTERNS

To assist new and continuing programs, the following table is a guide for estimating staffing cost and size as determined by the number of students:

Project Administration (Professional)	Number of Students
1/2 part-time to 1 full-time	10-49
1 full-time	50-100
1 full-time to 1/2 part-time assistant	101-150
1 full-time to 1 full-time assistant	151 and up

Counselors (Professional)	Number of Students
1/2 part-time to 1 full-time	10–49
1 full-time to 2 full-time	50-100
2 full-time to 1 part-time and 2 full-time	101-150
3 full-time to 4 full-time and 1 part-time	151-200
5 to 6 full-time	200 and up

Tutors (Professional)	Number of Students
1 to 1-1/2 full-time	10-49
1-1/2 to 2 full-time	50-100
3 to 4-1/2 full-time	101-150
4-1/2 to 5 full-time	151-200
5 to 7 full-time	201 and up

Tutors (Student)	Number of Students
3 to 5	10–49
5 to 10	50-100
10 to 15	101-150
15 to 20	151-200
21 and up	201 and up